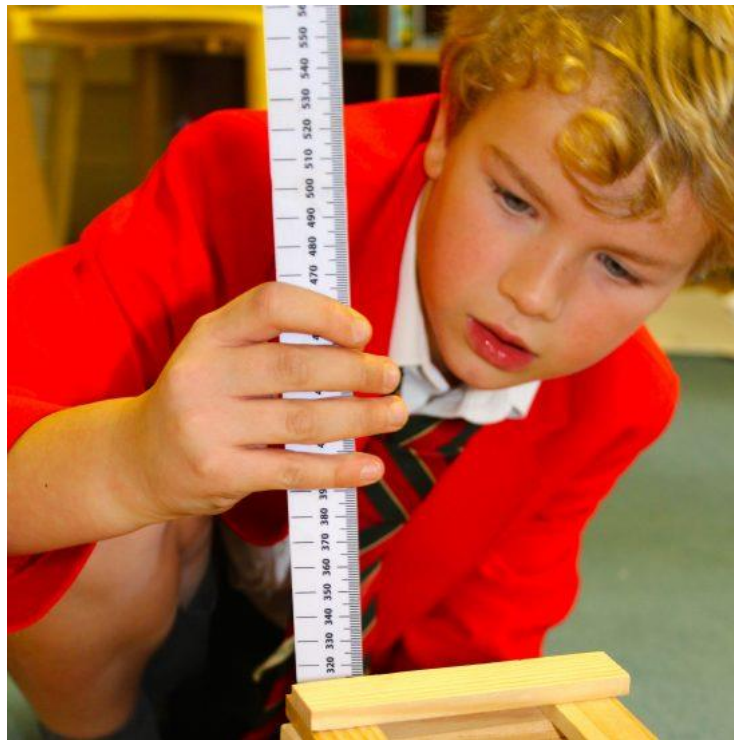




HOWE GREEN HOUSE

B I S H O P ' S S T O R T F O R D

Reception Class Teacher



Full Time

Start date: January 2027

Salary: Based upon experience (up to £48,880 pa)

We will be reviewing applications and holding interviews on a rolling basis as they are received, so early applications are encouraged.

*Howe Green House is committed to the protection and safety of its pupils and follows safer recruitment practice. If called for interview you will need to bring your driving licence, passport or other photographic ID and **original** examination documents or certificates for verification. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.*



Howe Green House School is a unique environment where children are encouraged, supported and challenged to find their love of learning and stimulate their curiosity of the world.

Our small class sizes and outstanding wellbeing and pastoral care ensures children are not only known individually, but are truly understood and celebrated. The Howe Green House family is a remarkable and dedicated one, and the positivity, kindness and support between each member truly extends outside the school gates.

The children at Howe Green House are immersed in an incredible range of opportunities and are encouraged to try everything on a journey of self-discovery to find their passions – developing resilience and confidence along the way.

Our educational experience starts in Little Oaks Nursery, where the children explore their world and build their knowledge and understanding. These learning connections are then strengthened through the pre-prep and prep school where the wide curriculum allows them to develop their learning skills to be collaborators, problem solvers and decision makers. The children are able to move on to their senior schools of choice with great success and confidence.



JOB DESCRIPTION

Reception Class Teacher

Department: Prep / EYFS

Accountable to: Head of EYFS/Co-Headteachers

Responsible for: Effective deployment and day-to-day direction of classroom support staff

Role Development Opportunity

For an appropriately experienced and ambitious candidate, there is potential for this role to develop into a Head of EYFS position, with responsibility for leading and developing EYFS provision across the school.

Overall Purpose of the Role

To be an inspirational and highly effective Reception Class Teacher, providing an excellent start to children's school journey and delivering high-quality teaching and learning in accordance with the Early Years Foundation Stage (EYFS) statutory framework.

The successful candidate will create a warm, stimulating and ambitious learning environment in which every child feels happy, secure and motivated to learn. They will understand the importance of achieving an effective balance between high-quality teacher-led learning and purposeful child-initiated activity, using both approaches to develop children's knowledge, skills, independence, curiosity and confidence.

A key part of the role will be working collaboratively with colleagues in the Nursery and Pre-School to ensure continuity of learning, care and provision and a smooth and positive transition into Reception for every child.

Main Duties and Responsibilities

Teaching and Learning

- Inspire children with enthusiasm, curiosity and a genuine love of learning.
- Plan and deliver high-quality teaching and learning within Reception in accordance with the requirements and principles of the EYFS.

- Create an appropriate and effective balance between teacher-led, adult-guided and child-initiated learning, recognising the important contribution each makes to children's development and progress.
- Ensure teacher-led learning is purposeful, engaging and appropriately challenging, while providing children with meaningful opportunities to explore, investigate, practise skills and lead aspects of their own learning.
- Plan an ambitious, engaging and well-sequenced curriculum that builds children's knowledge, skills and understanding.
- Organise the classroom, continuous provision and learning resources to create a rich, stimulating and welcoming environment.
- Adapt teaching and provision appropriately to meet the individual needs of all children.
- Prepare and develop high-quality teaching materials and learning experiences.
- Encourage children to develop independence, resilience, confidence and positive attitudes towards learning.
- Use a range of resources, visitors, workshops, educational visits and other experiences to enrich children's learning.
- Maintain current knowledge of effective EYFS practice and participate positively in relevant professional development and training.

Assessment and Progress

- Assess, record and report effectively on children's development, progress and attainment in accordance with EYFS requirements and school procedures.
- Use assessment to identify children's next steps and inform future teaching and provision.
- Maintain appropriate records of children's learning and development, including the school's electronic learning journal where required.
- Monitor the progress of individuals and groups of children, ensuring that appropriate support and challenge are provided.
- Communicate children's progress clearly and professionally to parents and carers.

SEND

- Identify emerging or additional SEND needs at the earliest opportunity, working closely with the SENCO to plan and implement appropriate support.
- Maintain accurate records and complete relevant SEND documentation, contribute to individual support plans and referrals where required, and liaise effectively with parents, support staff and external professionals to monitor pupils' progress and ensure appropriate provision is in place.
- Maintain appropriate confidentiality and follow all school policies and statutory requirements relating to SEND.

Transition and Partnership with Nursery and Pre-School

The Reception Class Teacher will have a key role in ensuring that children experience a smooth, positive and well-planned transition into Reception.

The postholder will:

- Work closely and collaboratively with colleagues in the school's Nursery and Pre-School teams to ensure continuity in children's learning, development and pastoral care and a smooth transition into Reception.
- Become familiar with children joining Reception, including their individual strengths, interests and needs, and participate in appropriate transition activities and visits.
- Liaise effectively with parents, the SENCO and Early Years colleagues to ensure individual needs are understood and appropriate support is in place from the start of Reception.
- Liaise with external Nursery and Pre-School settings where required, ensuring relevant assessment, pastoral, SEND and safeguarding information is appropriately shared and understood.
- Contribute to the development of a coherent EYFS journey from Nursery and Pre-School through to Reception, ensuring appropriate progression while recognising the distinct needs of children at each stage.

Pastoral Care and Behaviour

- Promote the happiness, safety and general wellbeing of every child, recognising and responding appropriately to individual needs.
- Build warm, positive and professional relationships with children.
- Establish high expectations for behaviour, kindness, courtesy and respect in line with our schools Building Better Behaviour Policy.
- Support children in developing their self-confidence, independence, emotional regulation and positive relationships with others.
- Maintain a calm, nurturing and purposeful classroom environment.
- Liaise promptly with senior leaders or the Designated Safeguarding Lead regarding any concerns about a child.

Working with Parents

- Establish positive, professional and trusting relationships with parents and carers.
- Communicate regularly and effectively with families about children's learning, development and wellbeing.
- Work in partnership with parents to support children's progress.
- Provide parents with appropriate guidance on how they can support their child's learning and development at home.

- Conduct parent consultations and contribute to reports and other communications regarding children's progress.
- Manage sensitive conversations regarding children's progress, development or additional needs professionally and compassionately.
- Work particularly closely with new Reception families to ensure children and parents feel welcomed and well supported during the transition into school.

Leadership and Management of the Classroom

- Take responsibility for the effective organisation and day-to-day management of the Reception classroom.
- Ensure classroom support staff are deployed effectively to maximise children's learning and development.
- Provide clear direction to Teaching Assistants and other adults working within the classroom.
- Ensure staff working with individual children understand agreed SEND strategies, targets and interventions.
- Ensure shared teaching areas, classroom resources and equipment are appropriately organised and maintained.

Wider School Responsibilities

The Reception Class Teacher will be expected to:

- Support and promote the aims, values, policies and ethos of the school.
- Demonstrate consistently high standards of professional conduct, punctuality and organisation.
- Attend and contribute to assemblies as appropriate.
- Organise and lead class assemblies in accordance with the school calendar.
- Attend Parents' Evenings, Open Days, staff meetings, INSET and other relevant school events.
- Participate in appropriate staff and playground duty rotas.
- Make an active contribution to the school's clubs and wider enrichment programme.
- Support school events and activities as appropriate to the role.
- Prepare documentation and arrangements for educational visits in accordance with school policy.
- Complete relevant documentation relating to children's medical, pastoral and after-school arrangements.
- Provide reasonable cover for absent colleagues when required.
- Contribute to relevant aspects of the School Development Plan.

Safeguarding

All staff are expected to understand their individual responsibilities for safeguarding and to undertake appropriate safeguarding and child protection training.

Training and Qualifications

The Reception Class Teacher will be expected to hold, or be willing to undertake, an appropriate Paediatric First Aid qualification. The school will provide or fund reasonable training where required.

Staff are expected to participate in relevant continuing professional development and to maintain up-to-date knowledge of statutory requirements and good practice relating to their role.

Review of Duties

This job description provides an overall indication of the responsibilities associated with the position and is not intended to be exhaustive or fixed.

Specific responsibilities may be reviewed periodically and, following appropriate discussion, modified to reflect the needs of the school and the professional development of the postholder. For the right candidate, there may be the opportunity for increased leadership responsibility and progression to Head of EYFS, subject to experience, performance and the needs of the school.

PERSON SPECIFICATION

Essential Qualifications and Experience

- Qualified Teacher Status (QTS) or an appropriate recognised teaching qualification.
- Experience of teaching within Reception and delivering the EYFS curriculum.
- A thorough and current understanding of the EYFS statutory framework.
- Evidence of high-quality classroom practice.
- Experience of assessing, monitoring and reporting children's progress.
- Experience of adapting teaching and provision to meet a range of individual needs.
- A secure understanding of the early identification of SEND and the teacher's role in supporting children with additional needs.
- A clear understanding of safeguarding, SEND, equality and health and safety requirements.

Desirable Qualifications and Experience

- Experience of teaching across EYFS and/or Key Stage 1.
- Experience of working collaboratively with Nursery and Pre-School practitioners.
- Experience of completing SEND documentation and working alongside a SENCO.
- Evidence of relevant continuing professional development.
- Experience of leading an aspect of EYFS provision, curriculum development or a subject area.

- Leadership experience or the potential and ambition to progress into an EYFS leadership role.

Knowledge and Understanding

The successful candidate will demonstrate:

- Excellent knowledge and understanding of the EYFS framework and effective Early Years pedagogy.
- Knowledge of early literacy, phonics and mathematical development.
- An understanding of effective classroom organisation and provision within Reception.
- Knowledge of effective assessment and how this should inform teaching and children's next steps.
- A good understanding of SEND, early identification of additional needs and the graduated approach to supporting children.
- An understanding of effective transition between Nursery, Pre-School, Reception and Key Stage 1.
- A commitment to providing appropriately ambitious learning experiences for every child.
- A secure understanding of statutory safeguarding responsibilities.

Skills and Personal Qualities

The successful candidate will be able to:

- Create a happy, nurturing, ambitious and highly effective learning environment.
- Inspire and motivate young children.
- Plan and deliver engaging and appropriately challenging learning.
- Develop excellent relationships with children.
- Communicate confidently and professionally with parents.
- Work collaboratively and positively as part of a team.
- Work effectively with the SENCO and other professionals.
- Complete relevant assessment and SEND documentation accurately and promptly.
- Deploy and work effectively with classroom support staff.
- Communicate effectively, both verbally and in writing, with a range of audiences.
- Demonstrate excellent organisation and time management.
- Use initiative and respond calmly and effectively to changing situations.
- Reflect on and continually develop their own professional practice.

Leadership Potential

For candidates interested in future progression to Head of EYFS, the ability or potential to:

- Provide a clear vision for excellent Early Years provision.
- Build strong collaboration and continuity across Nursery, Pre-School and Reception.
- Support and develop colleagues within the EYFS team.
- Lead curriculum and provision development.
- Monitor the quality and impact of teaching, learning and provision.
- Promote consistency and progression across the EYFS.
- Work strategically with the SENCO to ensure early identification and effective provision for children with additional needs.
- Develop strong relationships with parents and the wider school community.
- Contribute strategically to whole-school development.

The school welcomes applications from excellent Reception practitioners and candidates who might also be ready to develop their leadership responsibilities within EYFS.



REQUIREMENTS

	Requirements	Essential / Desirable
Education / Qualifications and Training	Qualified teacher status	Essential
	Successful primary teaching experience	Essential
Skills and Experience	Knowledge of the National Curriculum	Essential
	Knowledge of effective teaching and learning strategies	Essential
	A good understanding of how children learn	Essential
	Ability to adapt teaching to meet pupils' need	Essential
	Knowledge of guidance and requirements around safeguarding children	Essential
	Knowledge of effective behaviour management strategies	Essential
	Good ICT skills, particularly using ICT to support learning	Essential
	Ability to build effective working relationships with pupils	Essential
	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	Essential
	Ability to work under pressure and prioritise effectively	Essential
Person Specification	Commitment to maintaining confidentiality at all times	Essential
	Ability to work constructively as part of a team, understanding school roles and responsibilities	Essential
	Ability to use own initiative and work within school protocols and procedures	Essential
	Commitment to safeguarding and equality	Essential